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Minutes

Council on Academic Affairs

1998

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Items Pending

*97-74 Review of the General Education Program. *

*98-9 New Course Proposal, LST 4274, Pre-internship. *

*98-10 Undergraduate Academic Wavier Rules. *

MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS

2-26-98

The February 26, 1998, meeting of the Council on Academic Affairs was held at 2:00 p.m. in the Arcola/Tuscola Room of the MLK Union.

Members present: Dr. Bock, Ms. Bordenkircher, Dr. Hanner, Dr. T. Mason, Dr. McCormick, Ms. McGrath, Dr. Owen, Ms. Riley, Dr. Sutton, Dr. Weidner, Dr. Wohlrabe.
Members absent: Dr. Addison, Dr. Shelton, Dr. Weidner.
Staff present: Ms. Dolson, Dr. Evans, Academic Affairs.
Guests present: Dr. A. Baharlou, Ms. K. Bartel, Ms. A. Belva, Ms. R. Branham, Dr. L. Calendrillo, Dr. D. Ebdon, Ms. R. Flaherty, Dean J. Johnson, Dr. E. Keiter, Ms. J. Polkow, Ms. E. Sullivan, Mr. M. Taylor, Mr. D. Wolski, Ms. M. Zolna.

I. Minutes.

The Minutes of February 19, 1998, were approved as published.

II. 98-12 Revision of FCS 2492C (Prerequisite).

Dr. Sutton moved and Dr. McCormick seconded the motion to add this item to the agenda. Voting will be later.

III. 97-74 Review of the General Education Program.

Chair Wohlrabe welcomed the guests. She began the forum by explaining the issues which would be addressed:

1. Writing intensive courses

Should certain core courses be designated as writing intensive and others not?

How would this determination be made?

Can we agree on a definition of "writing intensive"?

Comments:

- Dr. Linda Calendrillo, Chair of the Writing Across the Curriculum Committee, reported on a survey conducted in 1996:
 - Faculty concerned about writing courses
 - most faculty feel competent to have students write in class
 - writing is a serious concern within and outside the core
- A thrust of writing in the core is "writing to learn"; we need to include "learning to write."
- Junior-level writing could be required within the major.
- Class size appears to be a problem: faculty feel it's impossible to require intensive writing in classes of approximately 200 students (although some do this successfully).
- Dr. Calendrillo outlined three levels of writing:
 - Writing Active courses -- non-graded activities
 - Writing Intensive -- graded activities
 - Writing Centered -- an attempt to instruct in writing -- mainly in major courses
- Dr. Calendrillo would like to see education in ALL areas--writing, usage, grammar, etc.
- Dr. Charles Evans would like to see assessment data that would measure the improvement of students from freshman year to senior year.
- Dr. Calendrillo stated that she felt there is a great deal of writing going on across campus.
- Dr. Ken Sutton felt it would be a positive move to separate "writing intensive" and "writing active" courses.
- Ms. Melissa Riley mentioned that some students seek out courses that don't require writing.
- Dr. Frank McCormick wouldn't want to see LESS writing in courses if changes are made to the core classes to designate them as "writing active" rather than "writing intensive."

- Subcommittee appointed to draft language regarding “writing active” and “writing intensive”: Dr. Sutton, Chair; Ms. Riley; Dr. McCormick; Dr. Wohlrabe.
2. The Nine Traits & Abilities
- Are all of the Nine Traits & Abilities still appropriate?
- Should some be dropped?
- Should others be added?
- Should some of the current ones be combined?
- Shall we analyze the functions of the Nine Traits & Abilities (e.g., Do some of the traits and abilities primarily lie in the realm of skills, others in the realm of content, and others in the realm of attitudes or learning for its own sake?)

Comments:

- Dr. Jill Owen gave a report from the focus groups conducted by the GEAC
 - majority of faculty felt the nine traits and abilities were okay
 - majority of faculty felt all 9 important -- no need to add new ones
- Dr. Sutton proposed grouping some of the Nine Traits & Abilities together -- the subcommittee will continue working on this.

3. Faculty involvement in the Integrated Core

Should faculty be encouraged or required to attend a general education orientation?

How can the faculty be encouraged to become excited about the Integrated Core?

How can new faculty be introduced to the Integrated Core?

Comments:

- Possibly recognize general education instructors.
- Regarding course content - have course outlines available to faculty.
- Dr. Bock offered a suggestion regarding covering the same material in the courses that have multiple sections. In his department they have what is referred to as “the spirit of the course.” It includes an outline of the course material that needs to be covered and a list of assignments. The faculty members are free to add to these requirements but are not to subtract from them.

The meeting adjourned at 3:30 p.m.

Sally Dolson, Recording Secretary.

ANNOUNCEMENT OF NEXT MEETING

March 5, 1998, 2 p.m.

Arcola/Tuscola Room - MLK Union

Agenda: 97-74 Review of the General Education Program.
98-9 New Course proposal, LST 4274, Pre-internship.
98-10 Undergraduate Academic Waiver Rules.
98-12 Revision of FCS 2492C (Prerequisite).